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## Affective and Psychomotor Aspects of 5th-Grade Students in Online Learning against Students with Special Needs Spirit of Learning

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### ABSTRACTS

This study aims to determine how the affective and psychomotor aspects of 5th-grade students of elementary school West Java, Indonesia with student special needs. This research method uses a qualitative descriptive method to 38 5th-grade students of elementary school West Java, Indonesia with student special needs. Data collection techniques in this study were in the form of surveys and questionnaires, namely filling out a questionnaire on a google form that had been prepared. The results of this survey stated that 90% of the students of elementary school West Java, Indonesia, 90% still often interacted with their families, did not tend to play games in their daily lives, students were still doing sports during the COVID-19 pandemic. To encourage children's psychomotor, all students are still enthusiastic when learning online, even students' experience a decrease in enthusiasm when learning online compared to face-to-face learning. Overall, almost all students want to return to face-to-face learning directly to the school. These results indicate that the students' sense of enthusiasm for learning at elementary school.

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## 1. INTRODUCTION

The COVID-19 (Corona Virus Disease-2019) pandemic has hit Indonesia for approximately 17 months and continues to take many victims every day. COVID-19 is a virus that spreads so fast that it has caused a global pandemic in many parts of the world. Based on WHO data as of July 2021, there were 196,553,009 confirmed cases of COVID-19, including 4,200,412 deaths. As of July 29, 2021, a total of 3,839,816,037 doses of the vaccine have been administered.

This virus continues to move massively, one of which is in Indonesia, which is spread throughout the provinces. Various policy efforts have been made to reduce the number of deaths that occur in Indonesia. These policies include social distancing, physical distancing, the implementation of PSBB (large-scale social restrictions) in several areas, then becoming PPKM (Enforcement of restrictions on community activities) on the islands of Java and Bali. The education sector is one of those affected which is very complex, because the proper learning process is carried out with interaction between educators and students, but everything has changed completely, since March 2020 the education process at all levels of education is carried out online or usually called distance learning (Subhi, 2020). The policies presented by the central government and local governments impact various aspects of life, one of which is in the field of education.

Education is important. Therefore, Education is the core of the learning process (Sulistiani et al., 2021). The most visible impact during the pandemic in the education sector is the learning system. As a result of the policies presented, of course, gave birth to face-to-face restrictions. This makes learning in schools and universities abolished. In this digital era, face-to-face learning is being replaced by online learning or distance learning.

This online learning has a fairly serious impact in the field of education, because the changing education system certainly undergoes significant adaptation. Learning and teaching activities that are used to meeting face to face are a new challenge (Nafrin & Hudaidah, 2001). This online learning is simultaneously carried out at areas experiencing unsafe zones to prevent the rapid spread of COVID-19.

Online learning makes all elements must work well together. These elements include students, parents and teachers. When all three have worked well together, effective learning will be created. Online learning can be done with various learning methods with varied learning media. In this digital era, learning can be done synchronously or asynchronously. Learning at once (synchronous learning) or participating at different times (asynchronous learning) (Shahabadi & Uplane, 2015). Of course, both of these methods have their advantages and disadvantages.

Online learning can take advantage of platforms in the form of applications, websites, social networks, and learning management systems (Ratu et al., 2020). The synchronous method can be done with virtual meetings through several conference platforms, such as Zoom, Google meet, and so on, while asynchronous can be done using the WhatsApp group feature, google classroom, and so on. In addition, learning media can also affect students' understanding and enthusiasm. For example, it can be through learning videos, material slides, voice messages, and so on.

The process of learning from home is a new thing for some families in Indonesia, it is a big surprise, especially for the productivity of parents who are usually busy with their work outside the home (Aji, R.H.S., 2020). Conditions like this must be responded to by various parties, not only students but also parents and teachers. That way, it will create a high enthusiasm for learning in participating in online learning activities.

The problems caused by online learning are always interrelated with each other. For example, students who are lazy to take part in learning and do assignments, parents who do not care about the continuity of their children's learning, or teachers who do not provide learning materials to their students.

Problems during online learning tend to decrease children's enthusiasm in the learning process at home. Activities that are continuously carried out at home hinder the growth of the affective and motoric aspects of children, even though these two things are very important aspects of children's growth and development in their golden age. Usia yang hanya datang sekali dan tidak dapat diulangi lagi, dan yang sangat menentukan untuk mengembangkan kualitas manusia (Trenggonowati & Kulsum, 2018). In this case, psychomotor is associated with a child's physical. When just staying at home and not doing physical activities, the child's psychomotor system is stunted.

In online learning like this, teachers must continue to innovate to achieve the appropriate basic competencies. Existing limitations must continue to be addressed properly so that students do not lose their enthusiasm for learning. The facts show that a decline in children's interest in learning occurs when mass online learning is implemented (Sulistyawati, 2020).

Previous studies showed affective and psychomotoric, such as [1] Early Childhood Motor Competence: Its Relation to Cognitive, Affective and Health written by Pudyaningtyas, AR, & Parwatiningsih, SA (2019); [2] Outdoor Activity Game Model for Developing Cognitive, Affective, and Psychomotor Domains of High School Students written by Setyawan, H., & Dimiyati, D. (2015); [3] The Effect of Traditional Games on Children's Perceptual Motor Skills at elementary school Margawatu II Garut Kota written by Kusmiati, AM, & Sumarno, G. (2018); [4] Implementation of Student Guidance on cognitive, affective and psychomotor aspects of students at Madrasah Ibtidaiyah Swasta Shaleh Medan written by Pohan, N. (2017); and [5] Axiological Perspective on Declining Children's Interest in Learning in a Pandemic Period written by Sulistyawati, TE (2020). Of the five studies, no one has examined the affective and psychomotor aspects of elementary school students and with special needs during online learning on students' learning enthusiasm. Children with special needs are children who have obstacles in education or learning caused by internal and external factors (Forbis, *et al.*, 2016). This has an impact on the problems of the learning process. Students with special needs also have problems in psychomotor aspects, so it is important to research. The development of psychomotor aspects for students with special needs is also important to develop. This shows the difference with this study, namely in terms of material objects and research objectives.

The purpose of this study was to find out how the affective and psychomotor aspects of 5th grade students of elementary school West Java, Indonesia during online learning affect students' enthusiasm for learning. The method used in this study is a qualitative descriptive method. In this case, the qualitative method is by describing the things that happened in a narrated way using the results of a questionnaire survey via google form to 38 students. The results of this study indicate that some children, namely 46.2% often play games on cellphones or other electronic devices, then 61.5% of students still do sports during the COVID-19 pandemic to encourage children's psychomotor, 89.3% of students still interact frequently with their families, 97.4% of students are still enthusiastic when learning online with a very enthusiastic range.

## 2. METHODS

The research method in this study used descriptive qualitative research methods. The data used in this study is the result of a questionnaire of 38 students of elementary school West Java, Indonesia. In addition, we also conduct studies on the psychomotor aspects of students with special needs. The data sources of this research are 5th-grade students of elementary school West Java, Indonesia, and students with special needs. The technique of collecting data in this study used a survey method and a questionnaire given to 5th-grade students of elementary school West Java, Indonesia through a google form that had been prepared. Survey results can be used to make predictions about a certain social phenomenon, such as research in the field of education during the COVID-19 pandemic (Adiyanta, 2019).

In analyzing the data, a technique and steps are needed to facilitate research. The stages of analysis are as follows.

1. Data collection was carried out using survey methods and questionnaires
2. Data reduction was carried out to select and focus the research focus.
3. The presentation of the data is based on the research problem.
4. Data analysis was carried out based on the theoretical foundation of the study.
5. The results of the analysis are then concluded and verified.

The data analyzed by the researchers based on the results of surveys and questionnaires for grade 5 students at elementary school West Java, Indonesia, are as follows:

1. Description of the affective aspects of 5th-grade students at elementary school West Java, Indonesia.
2. Description of the psychomotor aspects of grade 5 students at Taruna Karya Elementary School.
3. Description of the interaction of 5th graders at elementary school West Java, Indonesia with their families during online learning.
4. Description of the condition of the student's enthusiasm for learning in grade 5 of elementary school West Java, Indonesia during online learning.

The instrument or tool in this research is the researcher himself. Sugiyono (2014) states that researchers are human instruments that function to determine the focus of research, select analytical materials as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions. Researchers have a duty as an instrument to validate how far their readiness to carry out research is carried out. In this study, the instrument used was a question that was presented in the form of a google form. The list of questions in this study is as follows.

1. What's your name?
2. What grade are you in now?
3. How are you today?
4. Do you often play games/games on your cellphone or other electronic objects?
5. Do you often do sports during this online learning period?
6. Do you often interact and chat with your family during this online learning?
7. During this online learning, are you still enthusiastic about learning?
8. Is your enthusiasm for learning reduced during online learning compared to face-to-face like before?
9. Do you want to return to carrying out direct learning activities in class and school as usual?

10. Share your thoughts here about online learning and what are your hopes for the future?

Next, the research flow. The research flow serves to clarify the previous explanation of research methods, in this section a research flow chart will be described in the form of a research flow in the form (See Figure 1).

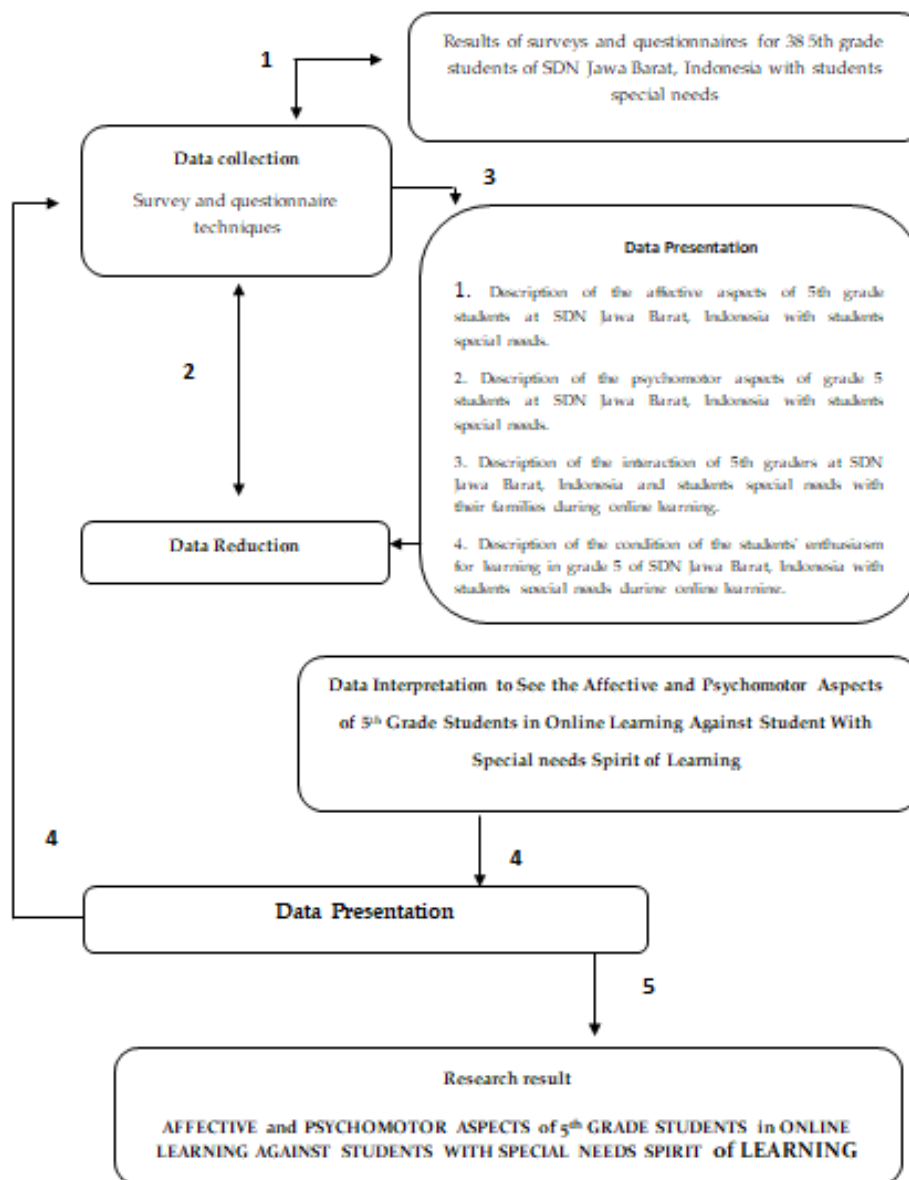


Figure 1. Research flowchart

### 3. RESULTS AND DISCUSSION

#### 3.1. Analysis of the Affective Aspects of Class 5 elementary school West Java, Indonesia and student special need

The affective aspect is related to attitudes, values, emotions, feelings and the level or rejection of an object in teaching and learning activities. According to (Anderson, *et al.*, 2001) affective aspects are divided into 5 categories, namely:

1. *Responding/Respond*. This category relates to answers and pleasure in responding or realizing something that is in accordance with the values held by society. Or it can also

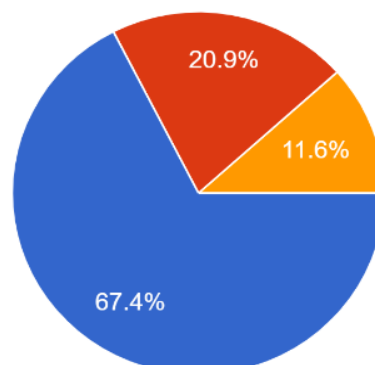
be said that responding is an attitude that shows an active participation to involve oneself in certain phenomena and react to it in one way.

2. *Receiving/Attending/Reception*. This category is the lowest affective level which includes passive acceptance of problems, situations, symptoms, values and beliefs. Acceptance is a kind of sensitivity in receiving stimulation or stimulation from outside that comes to students.
3. *Values*. This category relates to giving value, appreciation and belief to a certain symptom or stimulus. Students are not only willing to accept the value taught but are also able to assess the phenomenon as good or bad.
4. *Characterization/Characteristics*. This category is concerned with the integration of all value systems that a person has that affect his personality and behavior patterns.
5. *Organization/Organization/Manage*. This category includes the conceptualization of values into a value system, as well as strengthening and prioritizing existing values.

**Figure 2** shows that the child's habits of interacting with the family whether it be with father, mother, brother, sister, or other family members can have an influence on the affective side of the student. In addition to having a positive emotional effect on children's mindsets. In addition, parents can provide encouragement in their lives, especially in learning activities during the COVID-19 pandemic.

As can be seen in **Figure 2**, that of the 38 5th grade students of elementary school West Java, Indonesia who filled out the survey form, around 11.6% had enough interaction with their families, then 67.4% of the children who filled out had the habit of interacting with their families actively and especially during this pandemic, then 20.9% have a habit of less interaction with family. This condition is a positive thing for students and parents because they can meet their social needs while at home, namely the role of the family in their daily lives. This interaction habit is a very important affective aspect and greatly affects children's learning because this activity covers all affective aspects that must be achieved by a student. Both in terms of responding, receiving, valueing, characterization and organizing.

In the affective aspect, the role of the family greatly affects the psychological condition and motivation of students in carrying out daily activities, especially in carrying out learning. The condition of the students at elementary school West Java, Indonesia is considered to have a fairly good family condition so that they have a fairly good affective aspect value. The role of the family, especially parents or siblings as a liaison for learning to children, is not only on the academic side but also on the non-academic side.



**Figure 2.** Interaction of class 5 students in elementary school West Java, Indonesia with family.

There are several types of students with special needs , including students with visual impairments, students with hearing impairments, students with physical disabilities, and

students with intellectual disabilities. In addition, there are two categories of children with special needs based on their causal factors: (1) children with special needs due to permanent abnormalities in children (internal or physical factors in children) (Haryanto, 2011), and (2) both children with special needs who have temporary disabilities (external factors or caused by environmental situations) (Soendari, 2008). Most students have problems in some aspects of development, it causes problems in the affective aspect. The affective aspects of students in schools experience quite complex problems, especially those that occur in students with intelligence powers. Students with intelligence have problems in adaptive behavior. Every child with special needs has different developmental, learning barriers, and needs. The factors that cause learning barriers experienced by each child are environmental factors, factors within the child, and a combination of both (Haryanto, 2011).

### **3.2. Analysis of the Psychomotor Aspects of Class 5 Students at elementary school West Java, Indonesia and student special need**

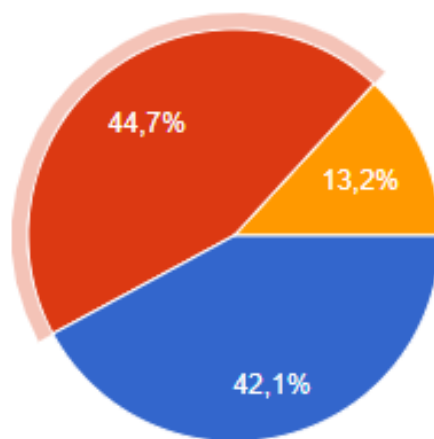
After analyzing the affective aspect as one of the benchmarks in identifying students' motivation and learning abilities, the next step is to analyze the psychomotor aspects of 5th grade students at elementary school 124 Taruna Karya. This aspect consists of competencies related to basic movement skills, accuracy, complex skills, as well as expressive and interactive.

Categories included in this aspect are:

1. Manipulate. This category is the ability to perform an action and choose what is needed from what is taught.
2. Articulation. This category is a stage where a person can perform a more complex skill, especially those related to interpretive movements
3. Copy. This imitation category is the ability to do something with the examples he observes even though the meaning or essence of the skill has not been understood.
4. Experience. This category is an action performance where what is taught and used as an example has become a habit and the movements shown are more convincing.

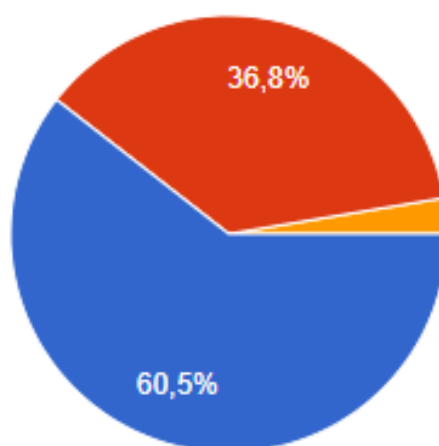
From **Figure 3**, it can be seen that 42.1% of students have a habit of often playing games, then around 44.7% rarely play games, and about 13.2% of students do not play games. From this instrument, it can be seen that the 5th grade students of elementary school West Java, Indonesia do not have a tendency to play games in their daily life, because the survey results show that 44.7% of students who rarely play games and 13.2% who do not play games are sufficient as release media. tired. It could be because students do not have cellphones or other electronic games personally so they have limitations in using them according to their wishes.

The positive thing that can be used as an advantage from the condition of the students above is that students spend time not playing games but by doing other activities. Where these students still pay attention to the world around them and are not too engrossed in their own world or the world of games. This opportunity can be maximized by parents and teachers in order to maximize their role in forming good habits in everyday life. As we know that childhood at elementary school age is a period of inculcating habits, mind-sets and attitudes. In addition to children who have not been affected by their environment, it would be nice if an opportunity like this is attempted by parents and teachers because the world of children is currently being hit by a pandemic that causes children's psychomotor space to be hampered and narrowed due to staying at home.



**Figure 3.** Habit 5th Graders elementary school West Java, Indonesia in playing games.

After seeing the condition of children who are not too inclined to be addicted to playing games, this positive condition has a habit and is diligent in exercising even though they are in a pandemic situation that requires staying at home. It can be seen in **Figure 4.** that the graph shows that a total of 60.5% of the 38 5th grade students of Taruna Karya Elementary School filled out the survey indicating that they have positive habits in developing their psychomotor side by diligently exercising. This habit consists of 60.5% often exercising, then 36.8% rarely do sports, while 2.6% never do sports.



**Figure 4.** Sports habits of grade 5 students elementary school West Java, Indonesia in the online learning period.

As we know, sport is an activity that has very dynamic body movement dynamics so that it can train coordination between the nervous system by moving the joints or moving the body. Not only training, but also as a means to make the body fit. This is the reason why exercise is very important for the body, especially for the growth of children at elementary school age. The psychomotor needs of children of primary school age are very dynamic conditions for the active movement of children. The more often children exercise, the better for physical growth as well as children's minds which make it positive not only mentally but also physically. If the child is physically and mentally strong then the child will grow and develop into a very cheerful child. This makes it a golden opportunity for parents and teachers because that is when the child's motivation is to live his day. If used properly these conditions can maximize the potential of children during their growth as children in



elementary school age. Therefore, with the habit of exercising, the psychomotor condition of the 5th grade students of elementary school West Java, Indonesia has a positive influence on motivating their learning both at home and at school. This sport can be made a habit if it continues to be maintained until adolescence and even into adulthood, it can provide emotional stability. Therefore, do not waste the opportunity for parents and teachers to build excellent children. If used properly these conditions can maximize the potential of children during their growth as children in elementary school age. Therefore, by exercising the psychomotor condition of the 5th grade students of elementary school West Java, Indonesia has a positive influence on motivating their learning both at home and at school. This sport can be made a habit if it continues to be maintained until adolescence and even into adulthood, it can provide emotional stability. Therefore, do not waste the opportunity for parents and teachers to build excellent children. If used properly these conditions can maximize the potential of children during their growth as children in elementary school age. Therefore, with the habit of exercising, the psychomotor condition of the 5th grade students of elementary school West Java, Indonesia has a positive influence on motivating their learning both at home and at school. This sport can be made a habit if it continues to be maintained until adolescence and even into adulthood, it can provide emotional stability. Therefore, do not waste the opportunity for parents and teachers to build excellent children. Therefore, by exercising the psychomotor condition of the 5th grade students of elementary school West Java, Indonesia has a positive influence on motivating their learning both at home and at school. This sport can be made a habit if it continues to be maintained until adolescence and even into adulthood, it can provide emotional stability. Therefore, do not waste the opportunity for parents and teachers to build excellent children. Therefore, with the habit of exercising, the psychomotor condition of the 5th grade students of elementary school West Java, Indonesia has a positive influence on motivating their learning both at home and at school. This sport can be made a habit if it continues to be maintained until adolescence and even into adulthood, it can provide emotional stability. Therefore, do not waste the opportunity for parents and teachers to build excellent children.

As well as the affective aspect, most students have problems in some aspects of development, it causes problems in the psychometric aspect. The psychometric aspects of students in schools experience quite complex problems, especially those that occur in students with intelligence powers. Students with intelligence have problems in adaptive behavior.

### **3.3. The Role of Parents in Fostering Students' Spirit of Learning in the Pandemic Period**

Online learning certainly has advantages and disadvantages when viewed from the perspective of parents. The role of parents as mentors when children learn, facilitators and motivators for children. Difficulties experienced by parents, including; learning methods, internet connections, learning support tools, limited time, lack of parental understanding of IT, finance, patience in teaching new material to children. The expectations of parents in the PJJ program are: more proportional and conducive to the situation and conditions, providing tasks that are easily accessible to parents, changing to offline, having home visits, giving not too many tasks, quota subsidies, to be continued until the pandemic is over (Wijayanti & Fauziah, 2020).

In general, the role of parents during the COVID-19 pandemic is concurrently as mentors, child educators, supervisors and specifically showing the role of parents is to maintain and ensure children always implement a clean and healthy life, accompany and guide children in

doing tasks, doing activities with children while at home, creating a comfortable environment for children to learn, providing education and carrying out various varied and innovative activities at home. However, during online activities there are often problems or obstacles for parents. According to [Wardani & Ayriza \(2020\)](#) in general, the obstacles for parents in assisting children to study at home during the COVID-19 pandemic are the lack of understanding of the material by parents, the difficulty of parents in cultivating children's learning interest,

Online learning activities without direct face-to-face meetings with teachers can lead to boredom for children, especially for children who have high social, psychomotor and emotional needs. Boredom while studying can have quite bad emotional effects on children, such as irritability, moodiness or sadness and easy frustration over what is being faced. Giving excessive assignments and a monotonous learning atmosphere tends to encourage children to be cynical and apathetic about the learning that is being carried out, lack of confidence in self-potential and low understanding of the learning process received. In general, the level of enthusiasm of children decreases along with the decline in the effectiveness of online learning and the difficulty of learning with parents at home. The effective strategy that parents need to do is to prepare a study room at home or outside the home so that children are conditioned to be ready to receive lessons. Next, invite children to play outside the house, provide psychological support, gifts and invite children to refresh or recreation on holidays. This is able to provide a relaxing effect on the fatigue experienced by parents and children ([Agusrina & Fauziddin, 2021](#)).

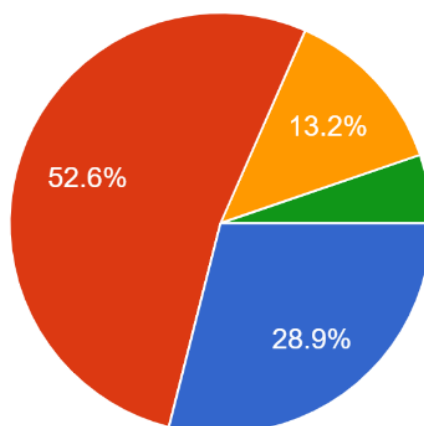
After knowing the information above, we can understand that parents are the most important aspect of children's growth and development in everyday life. Parents as advisors, directors as well as the main guidance for children, especially during the pandemic which requires children to do online learning at home. That is why the role of parents is important as a motivator and maintains the stability of children's growth and development. The success of the online learning process is not only the task of the school, teachers and students, but parents also have an obligation to support children in obtaining optimal learning outcomes. Especially for students with special needs. The students with intellectual disabilities also have difficulties in performing daily living tasks (Kang & Chang 2019). Therefore, parents have a very important role in fostering the learning spirit of students with special needs during the pandemic.

### **3.4. Analysis of the Learning Spirit of Class 5 Students at elementary school West Java, Indonesia and student special need**

Students' enthusiasm for learning is one of the important aspects for success in learning activities. A high sense of enthusiasm is able to excite oneself to continue to have a high curiosity about what is being learned. That way, the competencies that must be achieved can be easily fulfilled. According to [Naim \(2009\)](#), one of the important efforts that can be done to raise the spirit of learning is to design learning in a pleasant atmosphere.

As we discussed earlier regarding the role of parents in students' online learning and analysis of children's affective and psychomotor aspects, before conducting further research through Google Form survey data, it can be predicted that the level of enthusiasm for learning in 5th grade students at elementary school West Java, Indonesia is in a lower condition. In good or have a high level of enthusiasm for learning, children are still in a conducive condition in conducting online learning. With the spirit of learning that grows strong in students, it will be the main driving capital in pursuing learning achievement for the success of the learning process or achieving learning goals ([Fiteriani, I: 2015](#)).

As shown in Figure 5. the enthusiasm for online learning of students obtained from a survey on Google form shows that 97.4% of 5th grade students at elementary school West Java, Indonesia consisting of 28.9% Very enthusiastic, 52.6% enthusiastic, 13.2% quite enthusiastic. With a percentage of 97.4% of children who have enthusiasm for learning, this is a very good condition and is a good opportunity during the online learning period for teachers and parents to develop motivation and enthusiasm for learning to be productive and achieve during the pandemic and online learning. Motivation is one of the most important factors to encourage students' enthusiasm for learning (Fauziah, A. *et al*, 2017).

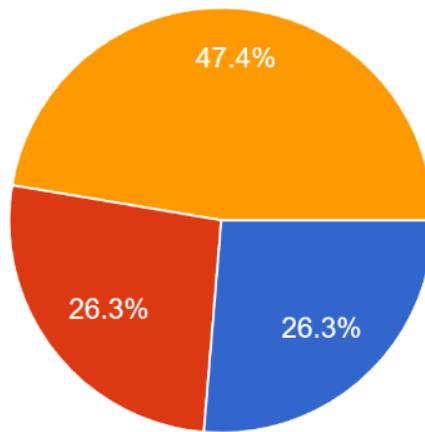


**Figure 5.** the spirit of online learning for class 5 students at elementary school West Java, Indonesia.

With the condition of online learning during the COVID-19 pandemic, it continued for more than 1 year, but if children continue to be guided and given encouragement in learning, the enthusiasm and growth of children will not be hindered. Therefore, parents and teachers can take advantage of this condition to maximize the potential of children in growing and developing to become the nation's hopeful children who excel. The level of enthusiasm and motivation of children is an important benchmark for teachers to continue to make learning effective even though they are still blocked by the Pandemic and PPKM policies that require the postponement of face-to-face learning meetings.

It is undeniable that most (47.4%) grade 5 students at elementary school West Java, Indonesia felt a decrease in their enthusiasm for learning after undergoing online learning, but some (26.3%) students were able to maintain their enthusiasm for learning despite the pandemic conditions and online learning, and some (26.3%) students experienced an increase in enthusiasm and motivation to learn.

The efforts of parents and teachers to maintain students' hopes and enthusiasm for learning in pursuing education are very serious matters, because at elementary school age the formation of children's attitudes and character is strongly influenced by the learning environment. Based on the graph above, we can predict that children's hopes and enthusiasm for learning will continue to grow even during the online learning period. The spirit of the child will continue to be encouraged because he feels that the pandemic will not be a barrier. This thinking must be instilled in students who are still in school, especially in the current pandemic conditions.

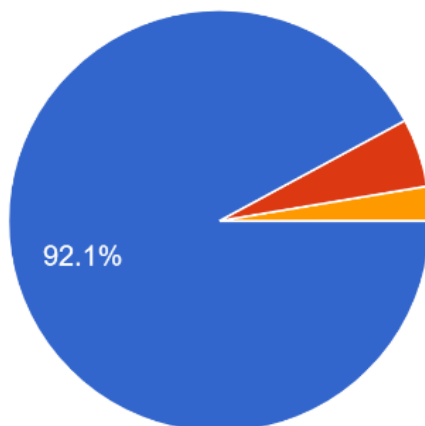


**Figure 6.** Decreasing motivation to learn 5th graders elementary school West Java, Indonesia after the pandemic.

Children will lose control in the spirit of learning if parents do not perform their role optimally as a guide for children undergoing online learning, especially for students with special needs. Therefore, we as parents who double as educators, teachers and others are needed in directing and fostering children to understand their role in education, especially those with special needs.

**Figure 7** shows the results of the graph showing that almost all 5th grade students of elementary school West Java, Indonesia want the implementation of face-to-face learning activities at school as usual. This shows that there is great hope in children that the face-to-face learning atmosphere will be carried out again after the pandemic ends and can interact directly with cheerful and full of enthusiasm. Make this child's hope our spirit in guiding children in a positive direction in building a better education.

National Strategy 2018-2037 defines the national strategy for development. Moreover, empower human resources as a school-age and adolescence by cultivating good people, discipline, developing skills, learning abilities in line with 21st-century skills to be creative, and working with others. Include the foundation for life planning and financial planning appropriate for each age and put it into practice. Professional skills are essential skills in the 21st century, some concepts and principles emphasize the ability of individuals to analyze themselves and choose a career based on their own needs. Emphasis is placed on enabling individuals to analyze themselves and choose a career to meet their own needs (Rubens et al., 2018).



**Figure 7.** Year 5 students' desire for hands-on learning.

Skill assessment and development are most effective at the age of 13-15 years of students will be able to assess their abilities. They can also consider their career choices and assess their interests and abilities in which career they should choose (Wang & Wanberg, 2017). Strengthening vocational skills learning is required from primary, secondary, tertiary education. Moreover, education throughout life learning style activities is tailored according to the development of learning competencies for each age group and the development of learning skills. Teaching methods are used according to individual differences for the formation of processes and methods to encourage and facilitate student learning.

#### 4. CONCLUSION

Based on the results of the research conducted, namely the analysis of the affective and psychomotor aspects of the 5th grade students of elementary school West Java, Indonesia with students special needs , Indonesia on the Spirit of Student Learning, there are 4 conclusions. The following is the presentation of the conclusions in this study.

- (i) The affective aspect of the 5th grade students of elementary school West Java, Indonesia, Indonesia has activities that are quite often carried out to encourage affective development. The survey shows that students do not tend to play games on cellphones or other electronic devices as much as 44.7% and 13.2% did not play games. This shows the positive side of the child, meaning that there are other activities to do besides playing games on the cellphone. This positive side can be developed by filled with useful activities.
- (ii) The psychomotor aspect of 5th graders at Taruna Karya Elementary School is active in sports to encourage psychomotor development. The survey shows that students tend to do sports during the COVID-19 pandemic as much as 60.5%. That is, more than some students do sports to continue to develop their psychomotor aspects
- (iii) The interaction of students or children with their families is still very well established for the continuity of the student learning process at home when learning online. This is shown through a survey which states that 90% of students still interact and chat with their families. The survey results are quite good, very useful for the continuity of children's learning at home. With a fairly high percentage, students are expected to be able to deal with online learning well.
- (iv) There was a decrease in the learning enthusiasm of the 5th grade students of elementary school West Java, Indonesia during online learning compared to face-to-face learning. This is shown through the results of the survey which stated that the students' enthusiasm decreased by 43.8%, even though the students' enthusiasm was still in the safe category, namely 97.4% which consisted of very enthusiastic, enthusiastic and moderately excited.
- (v) In children with special needs, most students experience problems in several aspects of development, this causes problems in the psychomotor aspect. The psychomotor aspects of students at school experience quite complex problems, especially those that occur in students with intellectual strengths. Students with intelligence have problems in adaptive behavior.

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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